



The Montessori OBSERVER

The Nature of
Commitment

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IMS Teacher Training in Northern California

A new IMS Montessori teacher training program will now serve the Northern California area. The program, located in Santa Rosa, CA, plans to offer a 1982-83 course to provide IMS Montessori teacher certification upon its completion. **Katy Grattan**, owner-administrator of several Montessori schools in the Santa Rosa area, will serve as the local Program Manager.

The course, operated as IMS/Santa Rosa Montessori Teacher Training Program, will consist of independent study, classroom instruction and practical internship experience in an approved Montessori school near the student. The internship, from Sept. 1982 - June, 1983, will require the student's daily attendance and participation in a Montessori classroom under the guidance of an experienced Montessori teacher.

The classroom instruction will be primarily conducted in a three-week summer workshop period, Aug. 2 - Aug. 20, 1982. The workshop, located in Santa Rosa, CA, will include materials presentations in areas such as Practical Life, Sensorial, Language, Math and Cultural Subjects.

For further information, contact: Katy Grattan, Montessori Preschool, 620 McDonald Ave., Santa Rosa, CA, 95404 (707) 544-7074 or IMS, 912 Thayer Ave., Silver Spring, MD 20910 (301) 589-1127.

East Bay Organizes

The East Bay Montessori Community (Oakland-Berkeley, CA area) held an organizational meeting at the Cerrito Vista Montessori School (El Cerrito, CA) on Jan. 26, 1982. The meeting was conducted by **Sonia Shank** and **Linda Shehabi**, co-administrators of the Cerrito Vista Montessori School. A newsletter and workshop schedule was planned.

The newsletter aims to enhance communication throughout the East Bay Montessori Community by providing news about workshops, articles of interest, and meeting schedule and agenda information. Membership fee to receive the newsletter is an annual fee of \$5.00.

A music workshop was planned for Saturday, March 6, 1982, 9-4, at the

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Elementary class at L.I.F.E. Montessori School (San Francisco, CA)—See page 3

IMS Appeals Court Ruling

On Jan. 6, 1982, federal court judge Joseph C. Howard ruled that the federal court should "abstain" from acting in the IMS case which challenges the constitutionality of Maryland state laws governing private education in that state. Accordingly, Judge Howard dismissed the IMS complaint and denied the IMS

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FIDCR Halted

The U.S. Congress recently passed a new Title XX law which, in effect, halts the threatened application of rigid federal standards (FIDCR) in the provision of day care funding to the states. IMS has opposed FIDCR as unfavorable to Montessori education.

The new Title XX law (P.L. 97-35) requires that day care provided by such funds must meet only "applicable state and local standards". The states, under P.L. 97-35, will now be able to apply federal funds for day care services without a matching requirement or minimum family income requirement imposed by the federal government.

However, since overall spending levels in Title XX have been severely reduced, it

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IMS Montessori Schools . . .

Blaisdale Montessori School Scarborough, Ont., Canada

The Blaisdale Montessori School is under the direction and ownership of **Eleanor Wilson**.

The school provides a half-day and full-day session for children ages 2-6. Day care is offered daily from 7:00 a.m.-8:45 a.m. and 3:45 p.m.-6:00 p.m.

Special features of the Blaisdale School include instruction in French, physical fitness for the elementary child and a special summer program. For further information, contact: Eleanor Wilson, Blaisdale Montessori School, 80 Slan Ave., Scarborough, Ont., Canada M1G 3B5, (416) 439-2182.

Montessori School of Lisle Naperville, IL

The Montessori School of Lisle is an educational child care center designed to serve the child, the family and the community. **Barbara Joniack** is the administrator.

The school program serves children from 2-6 years of age according to a flexible schedule of days and hours from 7:00 a.m. until 6:30 p.m.

For further information, contact: Barbara Joniack, Montessori School of Lisle, 23 W 550 Hobson Rd., Naperville, IL 60540, (312) 357-4516.

Centre Square Montessori Schoolhouse Centre Square, PA

Centre Square Montessori Schoolhouse is sponsored by a non-profit corporation. **Patricia McNicholas** is the director.

The school has an enrollment of approximately sixty children ages 2-6. A half-day session is provided with a full-day session for the older children.

Special program features include art, music and parent education. For further information, contact: Patricia McNicholas, Centre Square Montessori Schoolhouse, 1775 Skippack Pike, Centre Square, PA 19422, (215) 275-1775.

Correction—

The Bilingual Montessori Learning Centre—Edmonton, Atba., Canada

The following is provided to correct and clarify information provided in the Jan. 1982 Observer.

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Nature of Commitment

A specific "commitment" is the essence of Montessori education—to follow a course of action in the classroom consistent with the effective application of three specific principles: individual liberty, observation and preparation of the environment. Such a commitment is clearly evident in Dr. Montessori's life of contribution and discovery in education since the early 1900's until her death in 1952.

Dr. Montessori envisioned her commitment extending throughout the entire field of education to realize a "new education". Creating such a "new education" now to substantiate Dr. Montessori's vision is a clear function of the nature of commitment.

Commitment Defined

The nature of commitment is not readily evident. Verbal statements and external acts can belie one's true commitment. Rather, commitment is essentially intangible, located deeply within the individual—a binding of one's self to a specific course of action.

Course of Action

Commitment is associated with one's specific actions—identifiably and consistently interrelated. Ultimately, such specific actions define a course of action consistent with one's own time, place and group—realized uniquely in the present moment.

The Fundamental Commitment

The present moment identifies a consistent course of action which intimately connects and interrelates all past and future actions. One's own present course of action is inevitably bound by the decisive, ever-present "here and now". Such present moment defines the "fundamental" commitment in life to which each individual is inevitably and ultimately bound.

"Alien" Course of Action

The new born child readily expresses its fundamental commitment to the present moment by a course of action demanding care and nurturing—to survive, to express one's being, to explore the environment. However, as the new born child accommodates to its unique time, place and group, a new "alien" course of action emerges. For example, the child assures its physical survival by consciously disengaging from painful experiences; e.g., the child eventually stops crying to avoid intolerable pain. The child, in effect, creates an "alien" course of action to suppress awareness of the present moment. Such "alien" course of action is defined by thoughts

and attitudes of limitations and justifications for harm and domination. The normal adult become bound to such an alien course of action as a result of painful childhood experiences.

Commitments in Society

The adult's alien course of action essentially defines one's unique unresolved early childhood circumstances and relationships. "Commitments" in society—character defects, social duties and roles—appear rigidly formed by forces and circumstances external to the individual. However, such "commitments"—transitory in nature—are inevitably engaged and resolved in the natural process of expressing one's being in the present moment.

Realizing the Present Moment

The adult's alien course of action is inevitably confronted in the process of expressing one's being—life in the present moment. Such process disengages one's self from alien courses of actions as one's fundamental commitment to the present moment is confronted and realized. However, the present moment, intangible in nature and confused by alien commitments in society, is not readily realized by adults. Verbal statements of commitment and willful effort normally belie firmly held alien courses of action to which the individual is actually bound.

To enable the realization of the present moment, one can create specific, more tangible commitments which aim one toward the present moment—to follow a course of action which, in effect, enables one to eventually and inevitably discover the present moment.

Creating Specific Commitments

Specific, tangible commitments, such as a commitment to Montessori principles, are realized in the process of their creation. Four phases of creation generally define the path of formation of such commitments.

Phase I—Consideration

A commitment begins with consideration—active, thoughtful communication and participation with the course of action as an unformed idea. Such consideration is, in effect, the fertilization stage of forming a new commitment.

Phase II—Acknowledgement

A commitment is acknowledged in a willful act of publication of interest in the specific course of action. Acknowledgement represents a conception act in the formation process.

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IMS Montessori School Membership

Benefits include:

- Eight issues of the *Montessori Observer*
- Discounts on publications and materials
- Eligibility for group medical plan
- Listing in IMS Membership Directory

Also, **FREE** with membership . . .

- "Montessori" bumper sticker
- Back issue(s) of "Observer" (on request)
- Copy of IMS Membership Directory

For application and membership criteria, contact:

**IMS, 912 Thayer Ave.
Silver Spring, MD 20910**

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Lee Havis, Executive Director

The Montessori Observer is mailed eight times each year to IMS members throughout the world. The *Observer* is sent during the following months: Jan., Feb., March, April, May, Sept., Oct., and Nov. The purpose of this publication is to provide news and information about the development of Montessori education to extend awareness of Montessori principles and promote harmony within the Montessori community.

INTERNATIONAL MONTESSORI SOCIETY

The International Montessori Society is sponsored by Educational Services, Inc., a non-profit corporation organized in Maryland, U.S.A. The purpose of IMS is to support the effective application of Montessori principles throughout the world.

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SUBSCRIPTION

Subscription to this publication may be obtained by requesting IMS membership which is open to all individuals for a \$15 yearly fee. IMS school members also receive a subscription to the *Observer*. Complete the membership application form to obtain an individual subscription and other benefits of IMS membership.

ADVERTISING

Advertising space is available for services and products relating to Montessori education. Marketplace ads are \$7/line. Position and Placement ads are \$10 each and will be set and edited by us to conform to space requirements. Write for our advertising outline for rates and other information about design advertising.

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Announcements

The East Bay Montessori Community is sponsoring a music workshop—using musical instruments with children aged 2-12. The workshop is scheduled for Saturday, March 6, 1982 (9-4), at the Montessori School of Pinole (El Sobrante, CA). Fee is \$25 (lunch included). For further information, contact: Beth Simons Fisch, Director, Montessori School of Pinole, 716 Appian Way, El Sobrante, CA 94803 (415) 527-1791.

The Organization of American Kodaly Educators (O.A.K.E.) will hold its eighth annual national conference at Marc Plaza Hotel (Milwaukee, WI) on April 1-4, 1982. Theme is "Zoltan Kodaly: A Centennial Celebration, 1882-1982". Keynote speaker is Mrs. Ersebet Szonyi, Liszt Academy Professor (Budapest, Hungary). For further information, contact: O.A.K.E., Dept. of Music, University of Wisconsin-Whitewater, Whitewater, WI 53190.

IMS Montessori: Schools...

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The school program serves children from 3-6 years of age only. Full-day and half-day classes are provided.

Mrs. Pibrovac received Montessori training from the St. Nicholas Institute (London, U.K.). She holds a Diplome Supérieur d'Etudes Française Modernes, issued by the Minister of Education, Paris (France).

Members Renewed . . .

Casa Dei Bambini Montessori School El Toro, CA

Kathy Schweizer is the director of the Casa Dei Bambini Montessori School. The school program provides both half-day and full-day sessions for children ages 2-6. A day care service is offered from 7:30-9:00 a.m. and 4:00-6:00 p.m.

Special features of this Montessori school include art, dance, instruction in Spanish, gymnastics and a summer Montessori program. For further information, contact: Kathy Schweizer, Casa Dei Bambini Montessori School, 25435 Trabuco Rd. Ste. C-5, El Toro, CA 92630, (714) 951-2862.

L.I.F.E. Montessori School San Francisco, CA

L.I.F.E. Montessori School (the letters stand for "Learning Is For Everyone") is a non-profit California corporation serving children ages 3-10. Blandine Gordon is administrator of the school.

Mrs. Gordon has been an active participant in numerous community and educational concerns in the San Francisco area. Notably, she was appointed by the Governor in 1973 to serve on the state Developmental Disabilities Board. Mrs. Gordon founded L.I.F.E. Montessori School in 1974.

The school program provides a full-day Montessori primary and elementary session from 9:00 a.m. to 3:00 p.m. Extended hour care is offered from 7:30 a.m. to 9:00 a.m. and 3:00 p.m. to 6:00 p.m. Field trips are a regular school activity.

For further information, contact: Blandine Gordon, L.I.F.E. Montessori School, 62 Lennox Way, San Francisco, CA 94127, (415) 665-7979.

Nature of Commitment

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Phase III—Expression

Beyond acknowledgement, a commitment develops in an embryonic growth stage through expression. During this stage, the idea of the commitment forms into the actual commitment itself.

Phase IV—Communication

The "birth" of a complete commitment is its communication. The commitment, by its communication, becomes an independent reality beyond the confines of a single individual.

Commitment in Montessori

In Montessori education, the teacher creates and realizes a specific commitment to the effective application of certain principles in the classroom—individual liberty, observation and preparation of the environment. Effective Montessori teacher training communicates such a commitment to the individual teacher through the respective phases of the creative process—consideration, acknowledgement, expression and communication.

Classroom Application

The teacher's classroom commitment to Montessori principles reveals itself as a course of action which effectively restrains all classroom activity inconsistent with the child's realization of the present moment—the child's true nature emerges. The present moment is realized by the teacher in its communication from the child.

Normalization

The classroom normalization process is, in effect, a series of realizations of the present moment. Such process accelerates the moment-to-moment realization of "here and now" to such an extent that the present moment appears visible in time and space in the classroom. The normalized classroom communicates and expresses to society a new evolutionary function—the "new education".

Beyond the Classroom

Education—the communication of knowledge—is the vital catalyst to disengage humanity from its destructive alien course of action. The individual's complete commitment to Montessori principles in the classroom begins the great creative task of mastering the environment for all humanity.

East Bay Organizes

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Montessori School of Pinole, 716 Appian Way, El Sobrante, CA 94803.

The next meeting of the East Bay Montessori Community is scheduled for Tues. Feb. 23, 1982, 7:30 p.m. at the Kensington Montessori School, 52 Arlington, Kensington, CA 94707. For further information about the East Bay Montessori Community, contact: Sonia Shank or Linda Shehabi, Cerrito Vista Montessori School, 1111 Navellier, El Cerrito, CA 94530 (415) 527-6125.

Positions & Placements

Montessori Teacher: (2-6) full day or part day, salary negotiable. Send resume to: Pacific School of Montessori, 350 Dolores Way, So., San Francisco, CA 94080 (415) 952-5145.

Montessori Teacher: (2½-6) 1982-83 school year. Full certification required. Well-established, growing school with fully equipped classroom on the Monterey Peninsula. Salary commensurate with experience. Send resume to: Sharon Kessler, Montessori Learning Center, 30 Hitchcock Rd., Salinas, CA 93908.

Montessori Teacher: (grades 1-3) Marin Parents for public Montessori is creating a Public Junior classroom (grades 1-3) for Sept. 1982 and seeks director/ess with preschool experience, elementary certification, and willingness to get Calif. credential. Salary negotiable. Benefits. Please send resume to P.O. Box 657, Woodacre, CA 94973 or call Tona Wheeler, (415) 488-9781.

Montessori Teachers: (6-9) (9-12) Elementary teachers for Fall, 1982 needed to teach established 6-9 or 9-12 class. School in existence for 14 years, salary negotiable, excellent surroundings with modern facilities and equipment. Contact: LaVonne Plambeck, Montessori Educational Center, 12504 Pacific St., Omaha, NE 68154 (402) 333-3451.

Montessori Teacher: (3-6) Fall '82, half-day. Contact: Marie Sanchez, Waverly Children's House, Limekiln Pike & Harrison Ave., Glenside, PA 19038.

IMS Appeals

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motion for preliminary injunction to permit operation of its teacher training program in Maryland.

Judge Howard stated in his decision that "Maryland has developed a complex regulatory policy to effectuate its interest in educating its citizens. The state educational accreditation standards that were developed pursuant to that policy are a matter of substantial public concern . . . For this reason, the state courts should be afforded the first opportunity to interpret those standards without the interference of the federal courts".

IMS has responded to Judge Howard's ruling by filing a notice of appeal to the Federal Court of Appeals (Fourth Circuit, Richmond, VA). In addition, IMS filed on Jan. 18, 1982 a motion for injunction pending appeal to enable operation of IMS teacher training in Maryland during the pendency of such appeal.

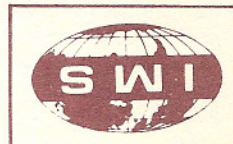
In its memorandum accompanying the motion for injunction, IMS asserted that state opposition to the IMS teacher training program curriculum is "based entirely on opinion, lacking any uniform or objective standards whatsoever".

IMS asserts the right to litigate its case in the federal courts based on federal laws 28 U.S.C. § 1434(3) and 42 U.S.C. § 1983. Such laws grant the federal court jurisdiction to consider questions about denial of rights under the United States Constitution, such as claimed by IMS.

Address correction requested

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Child Care Tax Credits Increased

Recent U.S. federal legislation (P.L. 97-34) has now increased the amount of tax credit provided for child care. Under P.L. 97-34, the child care tax credit will be 30% for families with incomes up to \$10,000, decreasing by 1% for each additional \$2,000 in income until 20% is reached for families with incomes above \$28,000.

The amount for which the tax credit may be taken is now increased to \$2,400 for one dependent and \$4,800 for two or more. Estimates for the application of the current credit in 1981 is \$1,025 million dollars.

Several new bills are presently pending which would considerably further increase federal day care support through the tax credit approach. Notably, H.R. 1894 would increase eligibility for a 50% credit to families with incomes of \$10,000 or less. A sliding percentage scale would reduce the credit as income increases. The bill would also make the applicable credit refundable.

Bills such as H.R. 1984 indicate a keen interest on the part of legislators to meet a growing concern for child day care among working mothers in recent years. Department of Labor statistics show that 49.9% of pre-school age children had mothers in the labor force in March, 1981, up from 29% in 1970. This percentage increase represents a change of the number of working mothers from 5.6 million to 8.2 million from 1970 to 1981.

FIDCR Halted
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appears unlikely that new funding approaches will be employed by the states on behalf of day care for the disadvantaged.

International Montessori Society



Membership Directory

Vol. I, No. 2
Fall 1981

IMS Membership Directory

This directory lists all individuals and schools associated with IMS through membership. The purpose of this directory is to enhance communication and participation among IMS members and to publicly acknowledge the membership association of schools and individuals with IMS.

The directory is divided into three separate sections, each listing the three distinct membership categories: IMS Montessori school membership information includes name, address, telephone, administrator and other program features such as enrollment and age level.

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